

Standard 7-1 The student will demonstrate an understanding of the colonial expansion of European powers and their impact on world government in the seventeenth and eighteenth centuries.

7-1.2 Explain how technological and scientific advances, including navigational advances and the use of gunpowder, affected various parts of the world politically, socially, and economically and contributed to the power of European nations. (H, G, P, E)

Taxonomy Level: B 2 Understand/Conceptual Knowledge

Previous/future knowledge:

In 4th grade, students explained the political, economic, and technological factors that led to the exploration of the New World by Spain, Portugal, and England, including the competition between nation-states, the expansion of international trade, and the technological advances in shipbuilding and navigation (4-1.1).

Technological and scientific advances as related to the power of European nations in the seventeenth and eighteenth centuries will not be taught in subsequent courses.

It is essential for students to understand that much of the political, military, and economic domination of the European nations during the 17th and 18th century was due to the scientific and technological innovations spearheaded by these nations. Students should recognize that improved mapmaking and navigational advances such as the compass and the astrolabe improved the Europeans' ability to navigate the open waters, thereby allowing them to dominate travel, trade, and naval operations among the continents. Students should also recognize that the European use of gunpowder in building superior weaponry empowered them to conquer and subjugate peoples in foreign lands without having superior numbers (in those lands). It is critical for students to comprehend that as Europeans expanded their reach through these advantages, it allowed them to spread European ideas, beliefs, and models and subsequently dominate the world economically, culturally, and politically. Economically, this dominance centered on the philosophy of mercantilism and the development of economic enterprises to benefit Europe (such as plantation systems). Culturally, European influence was seen in the spread of Christianity (both forced and voluntary), and the adoption of western ideals such as private property. Politically, the subjugated lands generally either came under the direct rule of Europeans (i.e. – viceroys in Spanish colonies) and/or were colonized, with the colonists establishing European-style governments. The European political systems (which varied by nation) thereby came to dominate, either directly or indirectly, these lands and served as the basis of political systems in these regions.

It is not essential for students to know the specific nations involved in the development of these advances.

Assessment guidelines: This indicator requires the students to **explain** therefore assessments should focus on causal models. Assessments should require students to

demonstrate how technology and science gave the Europeans inherent advantages in international relations and cooperation. It would be appropriate for students to **identify**, **demonstrate**, **illustrate**, and/or **compare** the influence of European nations politically, socially, and/or economically.

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